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ABSTRACT

The basic question addressed in this monograph is whether credentialing the preservice or inservice school based teacher educator is necessary and/or desirable. To study this question, a series of related issues were posed and investigated: (1) Is there a need for credentialing? (2) What institution would award the credential, and should recognition be local or statewide? (3) To what extent should individuals and institutions be required to participate in the credentialing system? (4) Would the credential be permanent or renewable? (5) What is the basis for the credential? (6) What procedures would determine the award of the credential? and (7) What would be the form of the credential? In Section I, each of the above issues is discussed. Section II reports a study of professional perceptions concerning each of these issues gathered from 152 educators. Texas teachers, administrators, and teacher educators in Houston, Galena Park, Abilene, Waco, and Tyler responded to a survey that was completed as part of a regularly scheduled professional meeting. The state Teacher Education and Standards Committee also completed the survey. Section III reports on the deliberations of 85 educators at a state SBTE conference in the spring of 1976. Twelve small groups worked independently to design a system for credentialing SBTE. Each of these proposals is described with general conclusions. Appendix A concerns the Credentialing/Recognition System for School Based Teacher Educators; Appendix B, the Recognition of SBTE; and Appendix C, a Recognition System for SBTE. (MH)

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A PROJECT SUPPORTED BY THE FUND FOR THE IMPROVEMENT OF POST-SECONDARY EDUCATION, H.E.W.



Credentialing SCHOOL BASED TEACHER EDUCATORS: Basis for Decisisioning

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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SCHOOL BASED TEACHER EDUCATORS

credentialing SCHOOL BASED TEACHER EDUCATORS: basis for decisioning

ISSUES AND CRITERIA

SURVEY OF PROFESSIONAL PERCEPTIONS

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FOREWORD

A school based teacher educator is a professional who has responsibilities for either preservice, inservice, or continuing teacher education and whose primary base of operations is in schools. In preservice education, a school based teacher educator may be a classroom teacher who has responsibilities in programs of preparation for prospective teachers (e.g., as a supervisor of student teachers [sometimes called cooperating teachers], as an observation model, or by working with tutors) or for supervision of teaching interns. In other roles the SBTE works either part-time or full-time in inservice education activities as an employee of a professional organization, teacher center, or school district.

The basic question being explored by the Recognition System Task Force is whether credentialing* the preservice or inservice school based teacher educator would improve competence in that role.

To study this question, a series of related issues were posed and investigated by the Task Force. In Section One of this monograph, each of these issues is discussed. Section Two reports a study by 152 educators of professional perceptions concerning each of these issues. Teachers, school administrators, and teacher educators in Houston, Galena Park,

*Credential is used in this paper to represent the various forms of recognition that might be accorded SBTE, including certificates, diplomas endorsements on teaching certificates, etc.

Abilene, Waco, and Tyler responded to a survey that was completed as part of a regularly scheduled professional meeting. The state Teacher Education and Professional Standards Committee (TEPS) also completed the survey.

Section Three reports on the deliberations of 85 educators at a state SBTE conference held March 31 - April 1, 1976. Twelve small groups worked independently to design a system for credentialing SBTE. Each of these proposals is described with general conclusions drawn.

ISSUES AND CRITERIA

The credentialing process is supported by both professional and political decisioning. The lessons of history are tested in the crucible of current events and problems as new and evolving modes for professional recognition are posed and tested. The interrelation of educational institutions, the systemic nature of both educators and credentialing, the varied value orientations of those involved in the process, and the rapidly changing nature and functions of educational organizations compound the complex problem of recommending a credentialing system.

Before identifying and considering issues, a number of assumptions made by the Task Force should be made public. These assumptions, listed below, were basic to the deliberations of the Task Force.

1. Teaching is a profession,
2. Members of the teaching profession assume a variety of roles, including direct instruction of children and youth, management of instructional units, staff roles in schools, and teacher of teachers,
3. The development of professional competence is a continuous process extending from preservice experiences through inservice and continuing education programs during the professional lifespan of the teacher,
4. An important role in the initial preparation and continued development of teachers is the school based teacher educator,
5. The role of school based teacher educators requires special knowledge and skills for which special preparation is needed,
6. Teacher education will be more effective when school based teacher educators are specially prepared for their roles,

7. The competencies of school based teacher educators can be identified, and professionals can be prepared to demonstrate such competencies,
8. Recognition encourages more extensive professional development,
9. Persons who qualify as school based teacher educators should be recognized for their special expertise by some form of credential, and
10. Recognition or credentialing systems can be designed, agreed to by the profession, and administered in a fair and practical manner.

These assumptions were basic to Task Force consideration of several issues.

Need for Credentialing

The first issue concerns the purpose of, and need for a credential that most appropriately reflected SBTE demands. The purpose for recognizing professional competence can be considered from two positions. In the first position, licensure is considered a process of public protection: the license attests to the fact that the person has demonstrated a safe level of competence before entry into the profession and has not subsequently acted in such a way as to have the license revoked. Such a license is based on completion of formal education requirements and clinical practice under supervision. It is expected that, as conditions change, requirements for licensure will also change, typically becoming more rigorous as the profession matures. In the second position, diplomas and certificates are means for recognizing the professional who has demonstrated competence beyond that expected of the safe practitioner.

Areas of specialization, proficiency in a general or specialized role, or special accomplishments are recognized in such a process.

Recognition of the school based teacher educator could assume either of the above positions. It could be used as a form of licensure required for all who undertake the role, or it could be used as a form of recognition of SBTE specialization which would facilitate decisioning on SBTE assignments. Strong arguments can be made for each of these alternatives. In other professions, the state is concerned only with the basic license while specialization is a professional matter; e.g., medicine, pediatrics, neuro-surgery, and cardiology are professionally recognized specializations requiring additional training beyond the M.D. degree.

It is the position of the SBTE Recognition Task Force that the improvement of teacher education in large measure depends upon a working partnership within which all who are involved directly in the process have special preparation and demonstrated competencies. Thus, special preparation and credentialing should be mandatory. The target of the process is the individual seeking licensure. He would be required to hold the appropriate certificate before practicing as an SBTE.

In determining whether or not there should be a general system for recognizing and/or credentialing SBTE, the Task Force examined five criteria.

Such a process

1. Encourages continued improvement of professional education.
2. Provides a needed step in professional career ladders.
3. Does not conflict with nor overlap other recognized systems of credentialing/recognition.

4. Is recognized as an important professional achievement by an individual in education.
5. Represents a distinctive award.

After studying the criteria and polling professional colleagues, the Task Force believes there should be a credentialing system for SBTE and recommends that one be established.

Responsibility for Credentialing

A second issue concerns the institution that awards the credential. In most licensing practices today, governmental agencies are charged with this responsibility. Teachers are certified by a state education agency; technicians and craftsmen are licensed by local, county or state governments; while attorneys are licensed by the State, they also have to be specifically recognized by the Supreme Court before they can practice before that Court.

Professional recognition is linked directly to the power, strength, and reputation of the profession within society. The attorney passes a "Bar Examination" before being permitted to practice in a state, a process independent of his law degree; a physician is admitted to practice in a hospital by the professional staff of that hospital, and his practice is monitored by the County and State medical boards. In education, Oregon and California have established professional commissions which are responsible for teacher certification and teacher education.

In considering which institutions could most appropriately credential the SBTE, several options exist. Since other forms of teacher recognition

are granted through the Texas Education Agency through issuance of certificates and endorsements, the TEA is a logical possibility. From a professional stance, one of the recognized professional organizations could assume this responsibility (such as the Texas State Teachers Association, Texas Association of Colleges for Teacher Education, Texas Association of Teacher Educators, or some combination of associations). A third possibility is that a network of teacher centers, representing professional organizations, schools, and universities, could be charged with the responsibility. Such a network does not presently exist except as informally established in the SBTE project. TEA has not formalized the state-mandated Local Cooperative Teacher Education Centers as a network. Thus, while teacher centers have interacted informally with each other for several years and while each is required to report directly to the state, a network would have to be organized should this option be selected. Still another alternative could be the creation of a professional commission, such as exists in Oregon and California. Strong arguments can be marshalled for each of these alternatives.

Jurisdiction. Jurisdiction of credentialing systems can be based on national, state, or local regional constituencies. Education as a function of the state has relied on state standards for certification. The Supreme Court recognition of those lawyers who may practice before it illustrates a local system, while college degrees (although of a somewhat different system) represent a national system of recognition. In each case, the extent to which the recognition applies depends upon the jurisdictional region concerned with it.

With the SBTE, another issue concerns whether recognition should be local or statewide. If local, each institution (teacher center, college or school district) would determine criteria for awarding recognition and would make the award. Such recognition then is limited to the local area; no interregional or interagency reciprocity is assumed.

If statewide, a uniform set of criteria and standard procedures for their application is implied. Each local may apply the criteria and recommend persons for credentialing, but the locus of the award is with the state network or agency.

Two related questions were posed by the Task Force. The first was "What institution should be responsible for awarding recognition?" The criteria for making this decision are listed below.

The primary institution responsible for credentialing SBTE

1. Perceives the responsibility as one of its important functions,
2. Provides for continuing administration of awards,
3. Is recognized by educators as an important educational agency,
4. Can provide for consistent application of criteria for credentialing, and
5. Provides statewide jurisdiction.

The second question was "What institutions should be involved in the process?" Five criteria were specified for responses to this question.

Institutions involved in credentialing SBTE

1. Provide for consistent administration across state,
2. Are logically linked to the institution primarily responsible,
3. Are concerned with training SBTE,
4. Can be integrated into an operational communication network, and

5. Perceive the SBTE to be an important professional role.

After considering the many discussions on jurisdiction, the Task Force believes that the system should be statewide regardless of the institution identified as responsible for administering the process.

Two options. While a number of options are open, two appear to be viable--Texas Education Agency or a Teacher Center Network. With TEA the SBTE credentialing process would become part of a legally constituted, funded, existing system. The power and prestige of that system would be transferred to the new credential. The existing system-wide processes for considering whether or not a new credential is needed, procedures for awarding it, requirements for the credential, and its interface with other credentials or endorsements would all be examined through existing mechanisms and channels. Advantages of this option are in TEA's existing prestige, a system of checks and balances, and recognized administrative procedures. These could also be disadvantages, if they limit the options available as the SBTE role and credential requirements are developed.

The Teacher Center Network could provide a new organizational structure for the credential. With no established precedents, the Network is freer to test new ideas without upsetting established processes. At this time, the Network has no established funding base, no centralized organization, and little unified mission. The strengths of TEA are almost reciprocal to those of the fledgling Network, thus providing viable options to each other.

Voluntary-Mandatory System

A third issue concerns the extent to which individuals and institutions should be required to participate in a credentialing system. With teacher certification and other forms of licensing, the individual must be certified prior to practice. Institutions are required to employ only persons with such licenses (e.g., schools can employ only teachers with approved certificates). Both the institution and the individual are required to comply with certification regulations.

The National Council for the Accreditation of Teacher Education accredits institutions that prepare educational professionals. Institutions are not required to belong nor to submit themselves to the rigorous criteria for accreditation, but such recognition provides greater quality control among training institutions and forms a basis for reciprocity. NCATE represents a voluntary recognition system through which institutions choose whether or not to participate.

A voluntary SBTE network might be created by an informal network of teacher centers. Such centers might agree to establish minimum standards for SBTE and to monitor those standards.

Permanent or Renewable Credentials

The SBTE assumes a number of different roles and responsibilities, some part-time, some full-time, and some in addition to other full-time responsibilities. Some SBTE work with prospective teachers in a preservice program while others are concerned with inservice or continuing education.

The Task Force considered four options: 1) a single credential which would be permanent, 2) a single credential, but renewed periodically, 3) two credentials--initial and advanced--with the advanced being permanent, and 4) two credentials--initial and advanced--with both renewed periodically. To determine which option to choose, five criteria were posed.

The selected credential option

1. Fosters continued development of the individual in a specialized role.
2. Can be readily administered and monitored.
3. Includes criteria that can be effectively applied.
4. Reflects competence that remains stable over the life of the credential.
5. Provides for new possibilities in a professional career.

Basis for Credential

The standards for the credential are interrelated with the importance attached to the award and the nature of professional responsibilities it opens to the holder. For the teacher who has observers, tutors or student teachers assigned to his/her room, the requirements could be less rigorous than for the full-time staff development specialist in a school district. Requirements for initial credentials may be far less comprehensive than for advanced credentials (assuming more than one level), including standards such as years of experience as a teacher, degree, SBTE training completed, simulated performance as an SBTE, cognitive test, letters of recommendation, and performance as a teacher. For advanced credentials, experience as an SBTE could be added to the list. Criteria used in determining which

standards to employ and the extensiveness to which each should be applied are listed below.

Standards for SBTE credentials

1. Reflect quality of specialized professional competence,
2. Can be applied consistently and uniformly,
3. Are consistent with resources required and outcomes expected,
4. Are recognized by the educational community as being valid,
5. Are based on realistic assessments of resources required for implementation, and
6. Are reasonable expectations for SBTE.

The nature and extensiveness of requirements should consider the potential impact of credentials.

In some areas served by teacher education institutions, there is a sparsity of teachers to serve as supervisors of student teachers. Selection processes often do not reflect the same rigor as found in more heavily populated areas. Further, school districts often insist on a major role in identifying such supervisors. Their reasons vary: eliminate those teachers who do not make desirable models for student teachers; distribute student teachers across the district; use ideas generated through student teachers as an inservice mechanism. Selection criteria such as these go beyond the credentials held by teachers yet are vital considerations in selection and important factors in establishing SBTE credentials. Options and requirements for credentials should consider such current realistic factors yet not limited by them as future directions are charted.

Procedures for Determining and Awarding Credential

The procedures for determining who is eligible and how the award is to be applied for and awarded are linked directly to questions and issues previously posed. If TEA were primarily responsible, this would be a moot question, for the procedures are already in existence. With the Teacher Center Network, all procedures would have to be devised, tested, and accepted by the Network membership.

The basic procedure used in teacher certification today is program and institution approval. An institution and a particular program are approved by the state agency. That institution, in turn, prepares teachers through the approved program and certifies to the state that a particular person has completed all requirements. The state subsequently issues an appropriate certificate to that person.

In alternative procedures, each person is tested individually and directly for the credential. This practice is followed in both law and medicine where the professional is required to pass a test independent of his training program. Processes used in such independent audits of competence include committee or administrative review, peer ratings, periodic monitored examinations at central locations, and evaluation by current credential holders. Five criteria were applied in responding to this issue.

Procedures used in the credentialing process

1. Are fairly and consistently applied,
2. Are realistic when resources for their administration are considered,

3. Are known to all those concerned with the system.
4. Do not discriminate against groups or individuals on other than professional grounds, and
5. Are readily and simply administered.

Forms of Recognition

As noted earlier, recognition of expertise has been granted in a number of ways. The most prevalent is the plaque or framed certificate. A college diploma or award for completing a special institute recognizes special competence. Their value is in the extent to which they are perceived as important or critical.

An endorsement on a teaching certificate is another form of recognition. Such endorsements stipulate that the professional is competent for special types of assignments, such as teaching young children or administering a school. In selecting among the available options, the Task Force was guided by three criteria.

The form of the credential should be

1. Perceived by recipients as worthy of effort to attain.
2. Recognized in education as an important award.
3. Consistent with effort expended to attain it.

The issues posed herein are interrelated and systemic. Decisions in one area impact decisions in other areas. Exploration and impact from a wide range of professionals are vital to determining the most appropriate responses. In the second section of the monograph, reactions of 152 professionals are reported.

SURVEY OF PROFESSIONAL PERCEPTIONS

To provide recommendations on the perceptions of professionals to the various alternatives, reactions were sought from teachers, administrators and university faculty at several sites in Texas. These were administered between February 1 and March 15, 1976, by members of the Task Force. The number of respondents and the organization to which they belonged are listed in Table 1.

Table 1
NUMBER OF RESPONDENTS AND GROUP AFFILIATION FOR
SURVEY OF PROFESSIONAL PERCEPTIONS OF SBTE CREDENTIAL

Group Affiliation*	Number of Respondents
Galena Park Teachers Association	38
Houston Teacher Center Council	27
Texas Commission on Teacher Education and Professional Standards, Texas State Teachers Association	12
Abilene Teacher Center	20
Waco Teacher Center	23
Tyler Teacher Center	32
TOTAL RESPONDENTS	152

*Instruments were administered in Galena Park by Robert Bartay and Robert Houston; in Houston by Robert Houston; at the TEPS state meeting by Anna Dewald and Robert Houston; in Abilene by Bill Bradshaw; in Waco by L.V. McNamee; and in Tyler by Dorothy Scott.

A set of transparencies and an audio tape were used to describe the various options and to provide a background for participant responses. Each participant then reacted to an instrument which listed options for SBTE credentialing. A copy of this instrument is found in Appendix B.

Decisions were elicited for two specific roles to provide specific focus for the potential range of SBTE roles: 1) supervisors of preservice student teachers, and 2) inservice school based teacher educators. Tables 2 through 9 and their related discussions are concerned with the supervisor of student teachers while Tables 10 through 17 relate to the inservice SBTE. The questions to which participants responded are used as table titles.

Supervisors of Preservice Student Teachers

The first set of questions in the survey asked respondents to consider credentials for those school based teacher educators who worked primarily with preservice teachers. To provide a specific focus the classroom teacher who had a student teacher assigned to her/him was identified as the preservice SBTE role. Findings are reported in this section.

Table 2
SHOULD THERE BE A GENERAL SYSTEM
FOR RECOGNIZING AND/OR CREDENTIALING SBTE?

Response	Galena Park (n=38)	Houston (n=27)	Abilene (n=20)	Waco (n=23)	Tyler (n=32)	TEPS (n=12)	TOTAL (n=152)
a. Yes	12%	37%	30%	43%	31%	33%	34%
b. Yes, but first test out a temporary system.	58%	56%	65%	48%	69%	67%	60%
c. No	5%	7%	5%	4%	0	0	4%
d. Other	5%	0	0	4%	0	0	2%

Ninety-four percent of the respondents felt that there should be a general system for recognizing and/or credentialing SBTE who work with preservice teachers; however, sixty percent thought that a temporary system should be tested first before finalizing procedures and requirements.

Table 3
IN WHAT FORM SHOULD RECOGNITION
AND/OR CREDENTIALING BE PROVIDED?

Response	Galena Park (n=51)	Houston (n=30)	Abilene (n=25)	Waco (n=27)	Tyler (n=42)	TEPS (n=13)	TOTAL (n=188)
a. Plaque or framed certificate.	6%	23%	24%	11%	21%	15%	16%
b. Endorsement on certificate.	53%	50%	44%	44%	55%	54%	51%
c. Credential	20%	23%	20%	15%	-	-	14%
d. Title or degree	14%	0	12%	7%	7%	23%	10%
e. Other	9%	3%	0	22%	17%	3%	10%

Fifty-one percent of the respondents indicated that recognition and/or credentialing should be provided in a form of an endorsement on the teaching certificate; sixteen percent thought a plaque or framed certificate should suffice; fourteen percent felt credentials should be provided; and ten percent selected a title or degree. Of the ten percent who marked "other," most respondents recommended a letter of commendation signed by the principal or the teacher center representative.

Table 4
WHAT INSTITUTION SHOULD BE RESPONSIBLE
FOR AWARDING SUCH RECOGNITION?

Response	Galena Park (n=73)	Houston (n=33)	Abilene (n=24)	Waco (n=25)	Tyler (n=59)	TEPS (n=15)	TOTAL (n=229)
a. Texas Education Agency	26%	27%	13%	12%	20%	33%	22%
b. Informal Statewide Teacher Center Network.	11%	6%	25%	48%	0	0	12%
c. Local Teacher Centers	15%	33%	46%	24%	27%	7%	25%
d. Professional Associations: 1) TSTA, 2) AACTE, 3) TATE 4) Other.	1%	0	0	16%	3%	7%	4%
e. Local School Districts	33%	12%	4%	0	31%	0	21%
f. College and Universities	14%	12%	13%	0	19%	0	12%
g. Other	0	9%	0	0	0	53%	5%

In identifying the institution that should be responsible for credentials, participants could select more than one, and about half of the respondents did so. Percents thus reflect the total number of responses rather than respondents. Twenty-five percent of the responses identified as the institution to award credentials the local teacher center; twenty-two percent, Texas Education Agency; twenty-one percent, local school districts; twelve percent, college and universities; and twelve percent informal statewide Teacher Center Network. When local teacher centers were combined with the Teacher Center Network, a total of thirty-seven percent of respondents were included; however, this ranged from seven percent for TEPS to seventy-two percent in Abilene. Strong support for local districts was found in Galena Park and Tyler. The TEPS Committee suggested a state-wide self-governance council and marked "other" in the survey.

Table 5
WHAT INSTITUTIONS SHOULD
BE INVOLVED IN THE PROCESS?

Response	Galena Park (n=90)	Houston (n=73)	Abilene (n=68)	Waco (n=32)	Tyler (n=87)	TEPS (n=36)	TOTAL (n=386)
a. Texas Education Agency	17%	21%	12%	32%	13%	19%	18%
b. Informal Statewide Teacher Center Network	13%	15%	9%	3%	3%	8%	9%
c. Local Teacher Centers	21%	21%	26%	16%	27%	19%	23%
d. Professional Associations: 1) ISTA, 2) AACTE, 3) IATF, 4) Others	6%	7%	9%	3%	6%	17%	8%
e. Local School Districts	27%	16%	19%	26%	24%	11%	22%
f. College and Universities	17%	18%	22%	11%	27%	17%	21%
g. Other	0	3%	6%	6%	0	8%	2%

Respondents could select as many institutions as they felt should be involved in the credentialing process, and each noted an average of two institutions. Percents reflect the total number of institutions

identified. This table should not be interpreted as directly linked to Table 4. Participants marked them independently, thus they could have considered one linkage while the percents imply another. Twenty-three percent of the responses indicated that the institution involved in the process should be the local teacher center; twenty-two percent, local school district; twenty-one percent, colleges and universities; and eighteen percent, Texas Education Agency.

When examining Tables 4 and 5, it is clear that respondents considered these institutions as vital to the certification movement: Texas Education Agency, local teacher centers, school districts, and college and universities. Professional associations either were not considered or were included as part of the teacher center.

Table 6
SHOULD RECOGNITION BE PERMANENT
OR RENEWABLE PERIODICALLY?

Response	Galena Park (n=41)	Houston (n=26)	Abilene (n=19)	Waco (n=23)	Tyler (n=38)	TEPS (n=13)	TOTAL (n=160)
a. One level; permanent	10%	23%	5%	4%	16%	0	11%
b. One level; renewed periodically.	51%	31%	11%	43%	37%	38%	38%
c. Two levels--beginning and advanced; advanced is permanent.	7%	15%	11%	9%	32%	8%	15%
d. Two levels--beginning and advanced; both renewed periodically.	32%	31%	74%	43%	16%	54%	36%

In considering whether recognition should be permanent or renewed periodically, thirty-eight percent of the respondents felt there should be one credential which would be renewed periodically; and thirty-six percent felt there should be two levels--beginning and advanced--both renewable periodically. Thus, seventy-four percent of the respondents favored a renewable credential. Only eleven percent preferred a single permanent credential and fifteen percent a renewable initial credential and permanent advanced credential. Respondents were evenly divided (forty-nine percent to fifty-one percent) in terms of one or two levels for the credential.

Table 7

PRESUMING TWO LEVELS FOR RECOGNITION, ON WHAT BASIS SHOULD
INITIAL RECOGNITION OF STUDENT TEACHING SUPERVISORS BE AWARDED?

Response	Galena Park (n=173)(n=141)(n=34)			Houston (n=113)(n=94)(n=21)			Abilene (n=69)(n=67)(n=26)			Waco (n=72)(n=79)(n=28)			Tyler (n=121)(n=76)(n=33)			TEPS (n=40)(n=55)(n=7)			TOTAL (n=588)(n=512)(n=149)		
	MC	CC	NC	MC	CC	NC	MC	CC	NC	MC	CC	NC	MC	CC	NC	MC	CC	NC	MC	CC	NC
a. Years' experience as teacher.	17%	6%	0	19%	2%	0	16%	13%	4%	10%	16%	7%	19%	9%	0	18%	7%	0	18%	8%	7%
b. Degree	14%	4%	3%	13%	6%	0	10%	12%	19%	15%	8%	7%	18%	9%	0	10%	11%	14%	14%	8%	7%
c. SBTTE training completed	8%	9%	12%	11%	10%	5%	17%	9%	0	11%	10%	0	6%	13%	24%	13%	13%	0	11%	11%	6%
d. Experience as SBTTE	5%	10%	12%	4%	11%	14%	7%	19%	4%	10%	11%	4%	7%	13%	21%	8%	15%	14	7%	14	11%
e. Simulated performance in SBTTE role	5%	12%	3%	2%	12%	19%	7%	16%	8%	4%	15%	14%	2%	14%	27%	3%	16%	14%	4%	15	15%
f. Cognitive test	1%	10%	29%	3%	15%	19%	3%	10%	38%	3%	16%	25%	0	16%	9%	3%	13%	4%	2%	13	2%
g. Letters of recommendation.	7%	9%	9%	8%	11%	10%	13%	6%	19%	3%	6%	32%	9%	12%	9%	8%	11%	14%	4%	10%	16%
h. Actual performance in SBTTE role	7%	11%	6%	8%	8%	14%	4%	9%	4%	14%	11%	4%	8%	11%	0	13	13%	0	9%	11%	7%
i. Performance as teacher.	21%	1%	9%	18%	3%	0	22%	4%	4%	31%	2%	0	23%	3%	0	28%	2%	0	24%	2%	3%
j. Completion of appropriate SBTTE work for which college credit awarded.	6%	12%	9%	7%	13%	10%	0	0	0	0	8%	7%	0	0	0	0	0	0	3	8	5%
k. Combination of above.	5%	7%	0	7%	8%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
l. All of above.	3%	8%	9%	2%	5%	10%	0	0	10%	0	0	0	0	0	0	0	0	0	0	0	0

MC Must Consider
CC Could Consider
NC Not Consider

Table 8

ON WHAT BASIS SHOULD
ADVANCED RECOGNITION BE AWARDED?

Response	Galena Park (n=173)(n=122)(n=20)			Houston (n=109)(n=84)(n=10)			Abilene (n=92)(n=43)(n=21)			Waco (n=77)(n=32)(n=25)			Tyler (n=145)(n=41)(n=19)			TEPS (n=52)(n=51)(n=3)			TOTAL (n=658)(n=435)(n=97)		
	MC	CC	NC	MC	CC	NC	MC	CC	NC	MC	CC	NC	MC	CC	NC	MC	CC	NC	MC	CC	NC
a. Years' experience as a teacher	15%	6%	0	16%	2%	0	10%	19%	5%	9%	12%	8%	16%	12%	0	15%	8%	0	14%	9%	3%
b. Degree	14%	5%	0	7%	11%	10%	10%	21%	0	14%	7%	8%	14%	2%	5%	12%	10%	33%	12%	8%	4%
c. SBTE training	9%	9%	5%	11%	8%	0	16%	5%	0	12%	14%	0	12%	7%	0	12%	12%	0	12%	10%	1%
d. SBTE experience	6%	8%	5%	10%	8%	0	17%	7%	0	19%	10%	0	12%	17%	5%	12%	12%	0	11%	10%	2%
e. Simulated performance in SBTE role	6%	10%	10%	5%	8%	30%	4%	12%	29%	5%	13%	16%	6%	20%	21%	6%	16%	0	5%	12%	20%
f. Cognitive test	2%	14%	15%	1%	12%	50%	1%	16%	43%	2%	12%	28%	1%	20%	47%	2%	16%	67%	2%	14%	36%
g. Letters of recommendation.	6%	11%	15%	5%	15%	0	10%	12%	14%	5%	10%	32%	10%	12%	21%	6%	18%	0	7%	13%	19%
h. Actual performance in SBTE role.	9%	9%	5%	9%	8%	0	15%	7%	5%	16%	9%	0	14%	7%	0	17%	6%	0	12%	8%	2%
i. Performance as teacher.	18%	2%	0	17%	1%	0	16%	2%	5%	24%	2%	0	14%	2%	0	19%	4%	0	18%	2%	1%
j. Completion of appropriate SBTE work for which college credit awarded.	6%	10%	20%	7%	12%	0	0	0	0	0	9%	8%	0	0	0	0	0	0	3%	7%	6%
k. Combination of above.	6%	6%	10%	5%	9%	0	0	0	0	0	2%	0	0	0	0	0	0	0	2%	4%	2%
l. All of above.	3%	7%	15%	4%	4%	10%	0	0	0	0	1%	0	0	0	0	0	0	0	2%	3%	4%

MC Must Consider
CC Could Consider
NC Not Consider

Table 7 reports on recommended requirements for initial credentialing of SBTE working with preservice teachers. Participants were not restricted to a single response to this question, with most checking each criterion in one of the three columns, "Must Consider," "Could Consider," and "Not Consider."

Four criteria were most often checked in the "Must Consider" column--performance as a teacher (twenty-four percent); years' experience as a teacher (eighteen percent); degree (fourteen percent); and SBTE training (eleven percent). Four criteria were most often marked in the "Not Consider" column--cognitive test, letters of recommendation, and simulated and real performance in the SBTE role.

Criteria for advanced certification of SBTE are reported in Table 8. Performance as a teacher was most often identified with eighteen percent of the "Must Consider" responses. Fourteen percent of the "Must Consider" responses were marked for years' experience as a teacher, twelve percent for degree, twelve percent for SBTE training, twelve percent for actual performance in the SBTE role, and eleven percent for SBTE experience.

More than one third of the responses in the "Not Consider" column marked cognitive test; about one fifth specified simulated performance in the SBTE role and letters of recommendation in this column. Note that these percents are related to 97 responses while 658 responses were checked in the "Must Consider" column.

Table 9
WHAT PROCEDURES SHOULD BE USED IN
DETERMINING AND AWARING RECOGNITION?

Response	Galena Park (n=47)	Houston (n=41)	Abilene (n=37)	Waco (n=26)	Tyler (n=62)	TEPS (n=21)	TOTAL (n=234)
a. Program approval	36%	39%	14%	35%	27%	29%	34%
b. Committee or administrative review of evidence	21%	17%	16%	31%	34%	33%	29%
c. Peer ratings	21%	5%	5%	8%	15%	10%	13%
d. Examination Center	6%	22%	0	0	3%	10%	7%
e. Assessment by current SBTE holders	11%	10%	2%	19%	18%	14%	13%
f. Other	4%	7%	0	8%	3%	5%	4%

Thirty-four percent of the respondents indicated that the procedures for determining and awarding recognition should be program approval, a procedure which paralleled that for certification of teachers. Twenty-nine percent thought a committee or administrative review of evidence should be used. None of these suggested procedures implied that any of the institutions were either included or excluded in the process.

Inservice SBTE

In the second part of the survey, parallel to the first, the credentialing of SBTE whose primary responsibility was inservice education was considered. Tables 10 through 17 report these data. This part of the questionnaire was not included in the instrument used in Waco; thus those persons did not respond to this second half of the survey.

Table 10
SHOULD THERE BE A GENERAL SYSTEM FOR
RECOGNIZING AND/OR CREDENTIALING SBTE?

Response	Galena Park (n=32)	Houston (n=25)	Abilene (n=20)	Tyler (n=31)	TEPS (n=12)	TOTAL (n=120)
a. Yes	44%	28%	5%	26%	42%	33%
b. Yes, but first test out a temporary system	53%	68%	14%	74%	58%	65%
c. No	3%	4%	1%	0	0	3%

Ninety-eight percent of the respondents to this question felt that there should be a general system for recognizing and/or credentialing SBTE; however, sixty-five percent thought that a temporary system should be tested before a permanent system is initiated.

This finding parallels that recommended for preservice SBTE which is reported in Table 2. The feelings of respondents were almost unanimous that a credentialing system of some sort should be instituted.

Table 11
IN WHAT FORM SHOULD RECOGNITION
AND/OR CREDENTIALING BE PROVIDED?

Response	Galena Park (n=37)	Houston (n=30)	Abilene (n=26)	Tyler (n=40)	TEPS (n=12)	TOTAL (n=145)
a. Plaque or framed certificate	16%	17%	7%	15%	17%	17%
b. Endorsement on certificate	54%	50%	12%	54%	42%	51%
c. Credential	11%	27%	2%	15%	33%	17%
d. Title or degree	19%	3%	5%	17%	8%	14%
e. Other	3%	3%	0	0	0	1%

Fifty-one percent of the respondents to this question indicated that recognition and/or credentialing should be provided in the form of an endorsement on the teaching certificate; seventeen percent selected a plaque or framed certificate; seventeen percent believed credentials should be provided while fourteen percent felt some sort of title or degree should be awarded.

Again this finding generally parallels that for SBTE who are working at the preservice level. About half of the respondents selected an endorsement on a teaching certificate.

Table 12
WHAT INSTITUTION SHOULD BE
RESPONSIBLE FOR AWARDING SUCH RECOGNITION?

Response	Galena Park (n=63)	Houston (n=33)	Abilene (n=31)	Tyler (n=61)	TEPS (n=17)	TOTAL (n=205)
a. Texas Education Agency	17%	33%	6%	13%	35%	20%
b. Informal Statewide Teacher Center Network	14%	15%	5%	3%	6%	11%
c. Local Teacher Centers	14%	18%	14%	28%	6%	23%
d. Professional Associations: 1) TSTA, 2) AACTE, 3) TATE, 4) Other	6%	3%	1%	3%	6%	4%
e. Local School Districts	32%	15%	1%	31%	0	22%
f. College and Universities	16%	6%	4%	21%	0	14%
g. Other	0	9%	0	0	47%	5%

Participants in the survey were not restricted to a single institution, with about half naming more than one. Percents reported herein reflect all nominations. Furthermore, responses in this table were not directly related to those in Table 11; no linkage was implied between the institution responsible for credentialing and the ones participating in the process.

Twenty-three percent of the responses identified the local Teacher Center as the institution to be responsible for awarding a credential; twenty-two percent preferred the local school district; twenty percent, Texas Education Agency; and fourteen percent, colleges and universities. These preferences were consistent with selections for the preservice SBTE. No single institution was identified by even a fourth of respondents. Local teacher centers, school districts, and Texas Education Agency were about equally selected. Approximately half of the state TEPS Committee marked "other," and recommended a professional self-governance structure. These findings for inservice SBTE are consistent with those for preservice teachers.

Table 13
WHAT INSTITUTION SHOULD
BE INVOLVED IN THE PROCESS?

Response	Galena Park (n=72)	Houston (n=65)	Abilene (n=66)	Tyler (n=75)	TEPS (n=25)	TOTAL (n=303)
a. Texas Education Agency	17%	22%	7%	19%	28%	18%
b. Informal Statewide Teacher Center Network	14%	12%	7%	0	8%	9%
c. Local Teacher Centers	13%	23%	18%	33%	20%	24%
d. Professional Associations: 1) TSTA, 2) AACTE, 3) IATF, 4) Other	6%	5%	6%	3%	16%	6%
e. Local School Districts	44%	18%	12%	20%	12%	21%
f. College and Universities	18%	15%	16%	25%	8%	20%
g. Other	1%	5%	0	0	8%	2%

In answering this question, respondents could identify as many institutions as they felt should be involved in the process. Thus, the almost equal number of choices for four institutions reflected a general consensus that all should be involved. Twenty-four percent of the responses specified the local teacher centers; twenty-one percent, local school districts; twenty percent, colleges and universities; and eighteen percent, Texas Education Agency.

When these responses are compared with those in Table 5 for SBTE working in preservice education, they are amazingly similar. Almost equal weight was given to Texas Education Agency, local teacher centers, local school districts, and colleges and universities. Curiously absent from the list, considering the nature of respondents, was professional associations. Only six percent of responses identified this option.

Table 14
SHOULD RECOGNITION BE
PERMANENT OR RENEWABLE PERIODICALLY?

Response	Galena Park (n=30)	Houston (n=23)	Abilene (n=19)	Tyler (n=31)	TEPS (n=10)	TOTAL (n=113)
a. One level; permanent	20%	26%	1%	13%	0	15%
b. One level; renewed periodically	43%	30%	5%	39%	40%	36%
c. Two levels--beginning and advanced; advanced is permanent	13%	17%	1%	29%	20%	18%
d. Two levels--beginning and advanced; both renewed periodically	23%	26%	12%	19%	40%	31%

This question probed two areas--number of credentials and permanence of the credential. Participants in the survey were almost evenly divided (fifty-one percent to forty-nine percent) on whether there should be one or two credentials. When options b and d which favored renewable credentials were compared with options a and c where permanency was advocated, renewable credentials were favored sixty-seven percent to thirty-three percent over permanent credentials. Thirty-six percent selected one level of credential which would be renewed periodically. These findings were strikingly parallel to those recommended for preservice SBTE.

Table 15

PRESUMING TWO LEVELS FOR RECOGNITION, ON WHAT BASIS SHOULD
INITIAL RECOGNITION OF SCHOOL BASED TEACHER EDUCATORS BE AWARDED?

Response	Galena Park (n=115)			Houston (n=156)			Abilene (n=71)			Tyler (n=118)			TEPS (n=38)			TOTAL (n=448)		
	MC	CC	NC	MC	CC	NC	MC	CC	NC	MC	CC	NC	MC	CC	NC	MC	CC	NC
a. Years experience as teacher.	11%	7%	15%	19%	2%	0	13%	4%	23%	17%	9%	5%	18%	8%	0	16%	6%	13%
b. Degree	11%	9%	0	12%	8%	10%	13%	22%	3%	17%	7%	5%	11%	9%	25%	14%	11%	5%
c. SBTE Training.	7%	8%	8%	10%	7%	0	14%	9%	0	10%	16%	5%	18%	8%	0	11%	9%	1%
d. SBTE Experience	9%	7%	15%	8%	9%	0	8%	9%	23%	9%	16%	5%	8%	15%	0	9%	10%	13%
e. Simulated performance in SBTE role.	8%	9%	8%	2%	9%	30%	6%	11%	16%	3%	15%	15%	5%	15%	0	4%	11%	12%
f. Cognitive Test.	3%	15%	8%	2%	13%	30%	1%	13%	32%	1%	13%	40%	8%	8%	75%	2%	12%	31%
g. Letters of recommendation.	8%	10%	8%	5%	15%	10%	6%	24%	10%	10%	9%	15%	8%	13%	0	8%	14%	10%
h. Actual performance in SBTE role.	8%	7%	15%	12%	4%	0	18%	4%	6%	13%	9%	10%	5%	13%	0	9%	7%	8%
i. Performance as teacher.	18%	1%	8%	16%	3%	0	21%	4%	3%	21%	5%	0	16%	9%	0	17%	4%	1%
j. Completion of appropriate SBTE work for which college credit awarded.	7%	10%	8%	6%	12%	0	0	0	0	0	0	0	3%	2%	0	4%	6%	1%
k. Combination of above.	5%	9%	8%	3%	12%	0	0	0	0	0	0	0	0	0	0	2%	6%	1%
l. All of above.	5%	7%	8%	3%	6%	30%	0	0	0	0	0	0	0	0	0	2%	3%	5%

MC Must Consider
CC Could Consider
NC Not Consider

Table 15 reports on the requirements recommended for the initial credential of inservice school based teacher educators. Participants were not restricted to a single response, with the average checking three standards which they felt must be considered in credentialing; only two in the "Could Consider" category, and only half checking the "Not Consider" category.

Three criteria were most often identified in the "Must Consider" column--years' experience as a teacher (sixteen percent), degree (fourteen percent) and performance as a teacher (seventeen percent). SBTE training was listed in eleven percent of the "Must Consider" responses. These same four criteria were reported in Table 7 for preservice SBTE. When the "Not Consider" responses were analyzed, almost one-third did not favor the cognitive test.

Table 16

ON WHAT BASIS SHOULD
ADVANCED RECOGNITION BE AWARDED?

Response	Galena Park (n=104)			Houston (n=118)			Abilene (n=80)			Tyler (n=137)			TEPS (n=44)			TOTAL (n=485)		
	MC	CC	NC	MC	CC	NC	MC	CC	NC	MC	CC	NC	MC	CC	NC	MC	CC	NC
a. Years' experience.	15%	5%	11%	16%	2%	0	11%	9%	18%	18%	5%	0	18%	6%	0	16%	5%	9%
b. Degree.	13%	3%	11%	13%	6%	0	10%	21%	3%	16%	8%	8%	11%	10%	25%	13%	8%	4%
c. SBTTE training.	7%	7%	11%	12%	9%	0	18%	9%	0	10%	19%	0	9%	13%	0	11%	10%	1%
d. SBTTE experience.	8%	8%	11%	10%	7%	0	11%	7%	15%	12%	8%	0	11%	13%	0	11%	8%	9%
e. Simulated performance in SBTTE role.	6%	9%	11%	5%	11%	25%	6%	9%	18%	4%	22%	15%	7%	13%	0	5%	12%	16%
f. Cognitive test.	2%	18%	0	2%	16%	38%	1%	12%	32%	2%	14%	54%	2%	15%	50%	2%	15%	34%
g. Letters of recommendation.	6%	17%	11%	5%	15%	13%	5%	26%	9%	8%	11%	23%	9%	13%	25%	6%	16%	13%
h. Actual performance in SBTTE role.	8%	9%	11%	10%	7%	0	19%	2%	3%	14%	8%	0	16%	8%	0	13%	7%	3%
i. Performance as teacher.	17%	0	0	14%	2%	0	19%	5%	3%	15%	5%	0	14%	8%	0	16%	4%	1%
j. Completion of appropriate SBTTE work for which college credit awarded.	7%	8%	11%	8%	11%	0	0	0	0	0	0	0	2%	2%	0	3%	5%	1%
k. Combination of above.	7%	7%	11%	3%	6%	0	0	0	0	0	0	0	0	0	0	2%	4%	1%
l. All of above.	6%	9%	22%	1%	6%	25%	0	0	0	0	0	0	0	0	0	2%	4%	6%

MC Must Consider
CC Could Consider
NC Not Consider

Criteria recommended for advanced SBTE credentials are reported in Table 16. Those criteria most often identified as the ones that must be considered included years' experience as a teacher (sixteen percent), performance as a teacher (sixteen percent), actual performance in the SBTE role (thirteen percent), degree (thirteen percent), SBTE training (eleven percent), and SBTE experience (eleven percent). When the "Must Consider" and "Could Consider" categories were combined, these same categories remained the ones most recommended. These same criteria also were most often recommended for SBTE working in preservice who were seeking advanced credentials (see Table 8).

Three criteria were most often identified as the ones not to be employed in advanced credentialing. The cognitive test was listed in thirty-four percent of the "Not Consider" responses, while simulated performance in the SBTE role (sixteen percent) and letters of recommendation (thirteen percent) were included. Similar findings for SBTE in preservice are reported in Table 8.

Table 17
WHAT PROCEDURES SHOULD BE USED
IN DETERMINING AND AWARDED RECOGNITION?

Response	Galena Park (n=35)	Houston (n=37)	Abilene (n=33)	Tyler (n=49)	TEPS (n=23)	TOTAL (n=177)
a. Program Approval	43%	43%	21%	31%	35%	34%
b. Committee or administrative review of evidence	11%	14%	45%	41%	26%	28%
c. Peer ratings	14%	11%	15%	8%	13%	12%
d. Examination Center	8%	22%	0	2%	4%	7%
e. Assessment by current SBTE holders	14%	5%	15%	14%	22%	4%
f. Other	8%	5%	3%	4%	0	5%

Thirty-four percent of the respondents indicated that the procedures used in determining and awarding recognition should be program approval; twenty-eight percent thought a committee or administrative review of evidence would suffice; twelve percent selected peer ratings as appropriate. These responses paralleled those for SBTE working with preservice teachers.

Conclusions

The following conclusions can be drawn from the survey of the perceptions of 152 educators in Texas.

1. There should be a credentialing system for SBTE.
2. Requirements should be the same for SBTE working in preservice education and those in inservice education.
3. The credential should be either an endorsement on a teaching certificate (most often favored) or a plaque or framed certificate.
4. Institutions recommended to be responsible for and/or involved in the process included local teacher centers, Texas Education Agency, school districts, and colleges and universities.
5. Credentials should be renewable, not permanent.
6. Criteria selected for initial credentialing included (a) performance as a teacher, (b) years' experience as a teacher, (c) degree, and (d) SBTE training.
7. Criteria selected for advanced credentialing included the four listed in Conclusion 6 plus (e) SBTE experience.
8. The program approval process and committee or administrative review of evidence were recommended as procedures for determining eligibility and awarding credentials.

ALTERNATIVE PROPOSALS

An opportunity for persons from across the state to interact face-to-face on credentialing plans was afforded at the school based teacher educator conference in Corpus Christi on March 31-April 1, 1976. Twelve groups were formed at the conference to consider data and implications of various alternatives and to design a plan they would consider feasible.

To provide a basis for discussions, background information and preliminary findings from the survey just described were presented. The agenda included these presentations.

- Recognition/Credentialing Processes Anna Dewald (description of various alternatives, introduction to the process, and identification of expected outcomes of session)
- Credentialing SBTE in the United States Bill Bradshaw (discussion of a survey of SBTE certification nationwide, as included in SBTE publication No. 3)
- Reactions of Texas Educators to SBTE Credentialing Process Carrol Creswell (a preliminary report on the study reported in section 2 of this monograph)
- Implications of Various Alternatives Panel: Dorothy Scott, moderator, Thomas Ryan, L.V. NcNamee, Vivian Bowser, Robert Houston (consideration of the implications of various alternatives; description of current processes; analysis of impact on schools and colleges)
- Simulation: Models Design for Credential Anna Dewald (Each of the twelve groups designed a credentialing plan. The form for their feedback is included as Appendix C)

This process provided an opportunity for educators to interrelate the various alternatives and requirements and to specify a more unified systemic credentialing process. The recommendations of each group are presented on the following pages. Each should be studied independently prior to considering the general trend of recommendations.

Group One Credentialing System

Please describe on this page the System your group recommends for SBTE working in PRESERVICE Education.

1. Responsible Institution *Recognition - any institution - but TEA. Credentialing - TEA only. (Recognition/Credentialing System - decide on one or the other.)*
2. Involved Institutions *Teacher Center Network, SBTE's, Universities, and professional organizations*
3. Permanent or Renewable? *Renewable*
One or more levels? *1 level*
4. Basis for awarding credential (initial). *Completion of approved program based on set of basic competencies--validated periodically (for same location) or immediately, based on move from one area to another.*
5. Basis for awarding credential (advanced). *Omit - 1 level only - see 3.*
6. Procedures used in determining and making award. *(credentials) Initial program approval. Validation or renewal - periodic review by Teacher Center Board.*
7. Form for award. *For credentialing...endorsement on certificate. For recognition...could be award dinner, pin, plaque, or document to frame, etc.*

Please describe on this page the System your group recommends for SBTE working in INSERVICE Education.

1. Responsible Institution *Same as Preservice*
2. Involved Institutions *Same as Preservice*
3. Permanent or Renewable? *Permanent*
One or more levels? *1 level*
5. Basis for awarding credential (advanced). *Hold initial credential or eligible credential (Grandfather clause, of course).*
6. Procedures used in determining and making award. *Program approval*
7. Form for award. *Same as Preservice.*
8. Please make any notes on this page related to Inservice credentials, procedures, ideas, etc., that would more fully describe your group's discussions and recommendations. *The initial Preservice is one level. The Inservice is an advanced level.*

Group Two Credentialing System

Please describe on this page the System your group recommends for SBTE working in PRESERVICE Education.

1. Responsible Institution. *Statewide Network of Teacher Centers*
2. Involved Institutions. *All parties within the teacher center structure.*
3. Permanent or Renewable? *Renewable*
One or more levels? *Many*
4. Basis for awarding credential (initial). *Statewide certificate.*
5. Please make any notes on this page related to Preservice credentials, procedures, ideas, etc., that would more fully describe your group's discussions and recommendations.

1. *SBTE Statewide Certificate*

To be issued by the Statewide Teacher Center Network

Qualifications might include:

- a. *Degree*
- b. *Teaching Certificate*
- c. *Three years' experience in public school classroom (?)*
- d. *Demonstration of 23 (?) competencies (?)*
- e. *Other broad qualifications - (?)*

2. *Endorsements to the Statewide Certificate*

i.e. First Level: Supervising Teacher (1 to 1)

Second Level: Cooperating Teacher (1 to 10)

Third Level: etc., etc.

We think it is a good idea that the prospective SBTE will be able to "test out" of these levels.

Concern is: Who will be the "trainer" of the SBTE and what competencies must this "trainer" have?

Group Three Credentialing System

Please describe on this page the System your group recommends for SBTE working in PRESERVICE Education.

1. Responsible Institution *Formal Statewide Teacher Center Network*
2. Involved Institutions *Local Teacher Center, Professional Associations, School districts, colleges or universities.*
3. Permanent or Renewable? *Renewable*
One or more levels? 2-short run until a basic pool is established; then-1 level.
4. Basis for awarding credential (initial). *1) letters of recommendation, 2) performance as a teacher, 3) SBTE training initiated*
5. Basis for awarding credential (advanced). *SBTE training completed, Experience as SBTE, Simulated performance, Cognitive Test, Letters of Recommendation, Performance as a teacher. Experience as SBTE must be successful experience.*
6. Procedures used in determining and making award. *Our proposed formal model did not fit this question.*
7. Form for award. *Designation as a certified SBTE in some dignified form.*

Please describe on this page the System your group recommends for SBTE working in INSERVICE Education.

Essentially same as preservice with reservations to extent of need for credentials in all cases of persons dealing with inservice. i.e., out of state consultant on a particular topic.

Group Four Credentialing System

Please describe on this page the System your group recommends for SBTE working in PRESERVICE Education.

1. Responsible Institution *Teacher Center responsible for all certification.*
2. Involved Institutions *Partners in the Teacher Center*
3. Permanent or Renewable? *Renewable*
One or more levels? *One*
4. Basis for awarding credential (initial). *Completion of an approved training program including pre-clinical, clinical, and non-clinical.*
6. Procedures used in determining and making award. *Completion of training program. Verification of performance.*
7. Form for award. *Endorsement on Basic Certificate (not on provisional certificate)*
8. Please make any notes on this page related to Preservice credentials, procedures, ideas, etc., that would more fully describe your group's discussions and recommendations. *Teacher Center Advisory Boards in an advisory capacity. Proper financial support to be equally handled by the Teacher Center, not ISD or institution. Teacher Center must be a legal institute. Need a basic concept of Teacher Center. The concept is different according to the area represented. There should be some flexibility in the Teacher Center function. Teacher Educators should be involved in certification and requirements - have Board for credentialing of all Educators. Not by people outside of education.*

Please describe on this page the System your group recommends for SBTE working in INSERVICE Education.

Same as Preservice.

Group Five Credentialing System

Please describe on this page the System your group recommends for SBTE working in PRESERVICE Education.

1. Responsible Institution *Teacher Center Network*
2. Involved Institutions *Public Schools, University and Professional Organization*
3. Permanent or Renewable? *Renewable*
One or more levels? *One*
4. Basis for awarding credential (initial) *Initial only*
5. Basis for awarding credential (advanced). *Competencies determined by Center network and accomplished according to their guidelines.*
6. Procedures used in determining and making award. *NA*
7. Form for award. *No consensus*
8. Please make any notes on this page related to Preservice credentials, procedures, ideas, etc., that would more fully describe your group's discussions and recommendations.

STATE LEVEL

8 ----- Policymaking--includes representatives
Teacher Centers from each consortium (8 Teacher Centers) ----- 8 Teacher
and professional organizations Centers

8 Teacher
Centers

8 Teacher
Centers

8 Teacher
Centers

Please describe on this page the System your group recommends for SBTE working in INSERVICE Education.

Same as for Preservice.

Group Six Credentialing System

Please describe on this page the System your group recommends for SBTE working in PRESERVICE Education.

1. Responsible Institution *Teacher Center Network*
2. Involved Institutions *University/Teacher Center/Public and/or Private Schools*
3. Permanent or Renewable? *Initial be temporary/advanced be permanent.*
One or more levels? Two levels
4. Basis for awarding credential (initial). *a) interest in program;*
b) application; c) minimum of training by competency task force.
5. Basis for awarding credential (advanced). *a) proficiency at the initial level;*
b) 3 years active involvement in SBTE; c) meeting all competencies in SBTE.
6. Procedures used in determining and making award. *Same as "c" above-*
meet all competencies in SBTE.
7. Form for award. *SBTE in initial award; SBTE Advanced award.*

Please describe on this page the System your group recommends for SBTE working in INSERVICE Education.

Same as Preservice.

Group Seven Credentialing System

Please describe on this page the System your group recommends for SBTE working in PRESERVICE Education.

1. Responsible Institution *TEA*
2. Involved Institutions *Local Teacher Centers*
3. Permanent or Renewable? *Renewable*
One or more levels? *One or more-renewed periodically*
4. Basis for awarding credential (initial). *Self-selection, established admission procedures (letters of recommendation), performance as a teacher, minimal years of experience (minimum is not maximum), certification in area of teaching, SBTE training completed.*
5. Basis for awarding credential (advanced). *All of #4 plus experience as SBTE Additional training in SBTE program and appropriate college credit.*
6. Procedures used in determining and making award. *Program approval.*
7. Form for award. *Endorsement*
8. Please make any notes on this page related to Preservice credentials, procedures, ideas, etc., that would more fully describe your group's discussions and recommendations. *Minimum standards are not maximum standards.*

Please describe on this page the System your group recommends for SBTE working in INSERVICE Education.

Same as Preservice.

Group Eight Credentialing System

Please describe on this page the System your group recommends for SBTE working in PRESERVICE Education.

1. Responsible Institution *TEA upon recommendation from Teacher Center (local).*
2. Involved Institutions *Teacher Center (local)*
3. Permanent or Renewable? *Renewable*
One or more levels? more than one-two.
4. Basis for awarding credential (initial). *Teacher performance, minimum level of competencies of SBTE, experience as classroom teacher for 1 year before SBTE training, degree, performance as SBTE, related to competencies, SBTE training completed.*
5. Basis for awarding credential (advanced). *Teacher performance, based upon SBTE training, experience-3 years, degree-Masters, competency above initial level.*
6. Procedures used in determining and making award. *Evaluation through observation based on competency criteria by committee (principal, college personnel, cooperating and supervisory teacher, and Teacher Center).*
7. Form for award. *Endorsement by Teacher Center*

Please describe on this page the System your group recommends for SBTE working in INSERVICE Education.

Same as Preservice.

Group Nine Credentialing System

Please describe on this page the System your group recommends for SBTE working in PRESERVICE Education.

1. Responsible Institution *Existing Institution (but with a new look at overall credentialing with some of roadblocks removed).*
2. Involved Institutions *The usual.*
3. Permanent or Renewable? *Renewable*
One or more levels? Two (both levels renewable).
4. Basis for awarding credential (initial). *Identification of some kind of competence as teacher and completion of 6 hours further training.*
5. Basis for awarding credential (advanced). *Some indication of their knowledge base of current educational thought related to their job plus performance (both as teacher and supervisor).*
6. Procedures used in determining and making award. *When competencies specified and training designated, a check list method.*
7. Form for award. *A visible evidence of award. (Certificate-suitable for framing, with sex appeal and limited pedagogese.)*

Please describe on this page the System your group recommends for SBTE working in INSERVICE Education.

Basically the same as for preservice.

Group Ten Credentialing System

Please describe on this page the System your group recommends for SBTE working in PRESERVICE Education.

1. Responsible Institution *TEA*
2. Involved Institutions *Colleges/Public Schools/ LCTEC*
3. Permanent or Renewable? *Renewable*
One or more levels? *More than one level*
4. Basis for awarding credential (initial). *BS degree and 3 years of public school teaching experience.*
5. Basis for awarding credential (advanced). *Masters degree*
6. Procedures used in determining and making award. *Establish systematic criteria.*
7. Form for award. *Endorsement on professional certificate.*

Please describe on this page the System your group recommends for SBTE working in INSERVICE Education.

Same as Preservice.

Group Eleven Credentialing System

Please describe on this page the System your group recommends for SBTE working in PRESERVICE Education.

1. Responsible Institution *Individual Teacher Centers*
2. Involved Institutions. *School Districts, ESC, Colleges, Professional Organizations.*
3. Permanent or Renewable? *Certainly not permanent - be practical regarding renewal.*

One or more levels? To be determined by Teacher Center.

4. Basis for awarding credential (initial).
5. Basis for awarding credential (advanced).
6. Procedures used in determining and making award.
7. Form for award.

Individual Teacher Centers would use their own discretion.

8. Please make any notes on this page related to Preservice credentials, procedures, ideas, etc., that would more fully describe your group's discussions and recommendations. *A Network of Teacher Centers will keep all individual Teacher Centers informed of practices and over time a concensus may emerge on a plan for a credentialing procedure.*

Please describe on this page the System your group recommends for SBTE working in INSERVICE Education.

Same as Preservice

Group Twelve Credentialing System

Please describe on this page the System your group recommends for SBTE working in PRESERVICE Education.

1. Responsible Institution *TEA - University*
2. Involved Institutions *TEC Governing Body composed of: University, ISD, Professional Organizations.*
3. Permanent or Renewable? *Renewable - 3-5 years*
One or more levels? *More levels.*
4. Basis for awarding credential (initial). *University preparation- Masters degree plus supervisory skills training, 3 to 5 years experience, permanent (provisional) certificate*
5. Basis for awarding credential (advanced). *University preparation.*
6. Procedures used in determining and making award. *Competence to perform as described in competency statements.*
7. Form for award. *Diploma.*

Please describe on this page the System your group recommends for SBTE working in INSERVICE Education.

1. Responsible Institution *ISD-TEA*
2. Involved Institutions *University, ISD, Professional Organizations (TEC governing body).*
3. Permanent or Renewable? *Renewable*
One or more levels? *More levels*
4. Basis for awarding credential (initial). *College/ University/ In-Service Credit*
7. Form for award. *Monetary and Endorsement*

Conclusions

The following conclusions can be drawn from the twelve plans proposed in the Corpus Christi SBTE Conference.

1. No distinction should be made between inservice and preservice SBTE or between part-time and full-time SBTE with respect to credentials.
2. Any credential should be renewable rather than permanent.
3. There was no consensus concerning involved institutions, form of credential, or requirements for the award.

Teacher Center Action

To permit each teacher center to participate in the dialog, following instrument was designed to reflect the various options specified in the Corpus Christi conference and to elicit their responses. The two page document, identified as Appendix A, was mailed to each teacher center on April 15, 1976, with the request that its Board consider and make recommendations on this credentialing system and, if possible, report the results of actions before the school year ended. While several centers were able to act on these prior to June 1, 1976, many were pressed to delay action until after September, 1976.

Appendix A

Credentialing/Recognition System School Based Teacher Educators

Your Teacher Center is asked to consider and make recommendations concerning the credentialing of school based teacher educators. During the past few months a Task Force has explored a number of alternatives, and begun to draft a position paper. Reactions from over one hundred educators to various alternative procedures were elicited. In the Corpus Christi SBTE conference, eighty representatives of teacher centers listened to results of a national survey, the state survey, and issues related to various credentialing alternatives. Eleven groups then made proposals which have been summarized in Attachment #4.

You are asked to complete Attachment #4 based on your perception of feasible and effective procedures and requirements. The following descriptions should clarify information on Attachment #4.

Attachment #4, Box A. In Corpus Christi, participants generally agreed on two things: (a) that the credential should not be different for SBTE working in preservice education and inservice education; and (b) that any credential or recognition should be periodically renewed.

Box B. Two options were generally supported--one which paralleled current practices for awarding teaching certificates and endorsements with Texas Education Agency primarily involved, and the second which would involve the Teacher Center Network. You are asked to identify your preference for these two options and may comment or make suggestions if you wish.

Box C. Includes requirements for an initial credential while Box D relates to advanced credentials. Please check the criteria you believe should be applied.

APPENDIX B

RECOGNITION OF SCHOOL BASED TEACHER EDUCATORS

A School Based Teacher Educator is a person who works with either preservice or inservice teacher education and whose primary base of operations is in the school.

Please circle the response that reflects your professional judgement. A place is provided at the end of the survey to make other comments.

SUPERVISORS OF PRESERVICE STUDENT TEACHERS (classroom teachers who are assigned a student teacher)

1. Should there be a general system for recognizing and/or credentialing SBTE?

- a. Yes
- b. Yes, but first test out a temporary system.
- c. No
- d. Other _____

2. In what form should recognition and/or credentialing be provided?

- a. Plaque or framed certificate.
- b. Endorsement on certificate.
- c. Title or degree.
- d. Other _____

3. What institution should be responsible for awarding such recognition?

- a. Texas Education Agency
- b. Informal Statewide Teacher Center Network.
- c. Local Teacher Centers.
- d. Professional Associations:
1) TSTA, 2) AACTE, 3) TATE,
4) Other.
- e. Local School Districts
- f. College and Universities
- g. Other _____

4. What institutions should be involved in the process?

- a. Texas Education Agency.
- b. Informal Statewide Teacher Center Network.
- c. Local Teacher Centers.
- d. Professional Associations: 1)TSTA, 2) AACTE, 3)TATE, 4)Other.
- e. Local School Districts.
- f. College and Universities.
- g. Other _____

5. Should recognition be permanent or renewable periodically?

- a. One level; permanent.
- b. One level; renewed periodically.
- c. Two levels--beginning and advanced; advanced is permanent.
- d. Two levels--beginning and advanced; both renewed periodically.

6. Presuming two levels for recognition, on what basis should initial recognition of student teaching supervisor be awarded:

Must Consider	Could Consider	Not Consider
---------------	----------------	--------------

To What Extent?

- | | | | |
|----|----|----|-------------------------------------|
| a. | a. | a. | Years' experience as teacher. |
| b. | b. | b. | Degree. |
| c. | c. | c. | SBTE training completed. |
| d. | d. | d. | Experience as SBTE |
| e. | e. | e. | Simulated performance in SBTE role. |
| f. | f. | f. | Cognitive test |
| g. | g. | g. | Letters of recommendation. |
| h. | h. | h. | Actual performance in SBTE role. |
| i. | i. | i. | Performance as teacher. |
| j. | j. | j. | Other _____ |
| | | | _____ |
| | | | _____ |
| | | | _____ |

7. On what basis should advanced recognition be awarded?

Must Consider	Could Consider	Not Consider	To What Extent?
a.	a.	a.	Years' experience as teacher.
b.	b.	b.	Degree.
c.	c.	c.	SBTE training completed.
d.	d.	d.	Experience as SBTE.
e.	e.	e.	Simulated performance in SBTE role.
f.	f.	f.	Cognitive test
g.	g.	g.	Letters of recommendation.
h.	h.	h.	Actual performance in SBTE role.
i.	i.	i.	Performance as teacher.
j.	j.	j.	Other _____

8. What procedures should be used in determining and awarding recognition?

- a. Program approval.
- b. Committee or administrative review of evidence.
- c. Peer ratings.
- d. Examination Center.
- e. Assessment by current SBTE holders.
- f. Other _____

INSERVICE SBTE; (Part-or full-time staff development personnel)

9. Should there be a general system for recognizing and/or credentialing SBTE?

- a. Yes
- b. Yes, but first test out a temporary system.
- c. No
- d. Other _____

10. In what form should recognition and/or credentialing be provided?

- a. Plaque or framed certificate.
- b. Endorsement on certificate.
- c. Title or degree.
- d. Other _____

11. What institution should be responsible for awarding such recognition?

- a. Texas Education Agency
- b. Informal Statewide Teacher Center Network
- c. Local Teacher Centers.
- d. Professional Associations:
1) TSTA, 2) AACTE, 3) TATE,
4) Other.
- e. Local School Districts
- f. College and Universities
- g. Other _____

12. What institutions should be involved in the process?

- a. Texas Education Agency.
- b. Informal Statewide Teacher Center Network.
- c. Local Teacher Centers.
- d. Professional Associations: 1) TSTA, 2) AACTE, 3) TATE, 4) Other.
- e. Local School Districts.
- f. College and Universities.
- g. Other _____

13. Should recognition be permanent or renewable periodically?

- a. One level; permanent.
- b. One level; renewed periodically.
- c. Two levels--beginning and advanced; advanced is permanent.
- d. Two levels--beginning and advanced; both renewed periodically.

14. Presuming two levels for recognition, on what basis should initial recognition of student teaching supervisor be awarded?

Must Consider	Could Consider	Not Consider	To What Extent?
a.	a.	a.	Years' experience as teacher.
b.	b.	b.	Degree.
c.	c.	c.	SBTE training completed.
d.	d.	d.	Experience as SBTE.
e.	e.	e.	Simulated performance in SBTE role.
f.	f.	f.	Cognitive test.
g.	g.	g.	Letters of recommendation.
h.	h.	h.	Actual performance in SBTE role.
i.	i.	i.	Performance as teacher.
j.	j.	j.	Other _____

15. On what basis should advanced recognition be awarded?

Must Consider	Could Consider	Not Consider	To What Extent?
a.	a.	a.	Years' experience as teacher.
b.	b.	b.	Degree.
c.	c.	c.	SBTE training completed.
d.	d.	d.	Experience as SBTE.
e.	e.	e.	Simulated performance in SBTE role.
f.	f.	f.	Cognitive test.
g.	g.	g.	Letters of recommendation.
h.	h.	h.	Actual performance in SBTE role.
i.	i.	i.	Performance as teacher.
j.	j.	j.	Other _____

16. What procedures should be used in determining and awarding recognition?

- a. Program Approval.
- b. Committee or administrative review of evidence.
- c. Peer ratings.
- d. Examination Center.
- e. Assessment by current SBTE holders.
- f. Other _____

17. Comments

Thank you for your assistance.

If you would like to receive a copy of the study, please write your name and address below.

APPENDIX C

RECOGNITION SYSTEM FOR SBTE

9:00 - 11:30 a.m.

April 1, 1976

The purpose of this session is to conceptualize and design model credentialing or recognition systems for school based teacher educators.

- To provide background for group decisioning, several presentations will be made: survey of certification of student teacher supervisors in the United States; report on perceptions of two groups concerning SBTE credentialing; and a panel discussion of issues and related data.
- Attached is a set of questions related to credentialing, some alternative responses, and some criteria to aid in decisioning.
- A copy of Report No. 3 on the national survey is included in your packet of materials.

Each group in the conference is asked to consider various alternatives and to recommend a model credentialing program. In this task, assume that you have complete authority to institute a system but that you must consider the various issues and viewpoints related to SBTE credentialing.

- Describe your system on the sheets provided. Note that there are two possibilities: one for those SBTE working in preservice teacher education and one for inservice teacher education.
 - When finished, give the Task Force a copy of your plan.
-
- The Task Force plans to draw from your recommendations one to three models and to submit these to Teacher Centers for study and recommendations.
 - During the summer, 1976, a single plan will be adopted and more specific details for its implementation suggested.
 - These will be considered at a fall SBTE conference and revised again.

RECOGNITION/CREDENTIALING SYSTEM
FOR SCHOOL BASED TEACHER EDUCATORS

Please describe on this page the System your group recommends for SBTE working in INSERVICE Education.

1. Responsible institution _____
2. Involved institutions _____
3. Permanent or renewable? _____
One or more levels? _____
4. Basis for awarding credential (initial).
5. Basis for awarding credential (advanced).
6. Procedures used in determining and making award.
7. Form for award.

8. Please make any notes on this page related to Inservice credentials, procedures, ideas, etc.; that would more fully describe your group's discussions and recommendations.

This credentialing model was designed by the following group:

RECOGNITION/CREDENTIALING SYSTEM
FOR SCHOOL BASED TEACHER EDUCATORS

Please describe on this page the System your group recommends for SBTE working in PRESERVICE Education.

1. Responsible institution _____
2. Involved institutions _____
3. Permanent or renewable? _____
One or more levels? _____
4. Basis for awarding credential (initial).
5. Basis for awarding credential (advanced).
6. Procedures used in determining and making award.
7. Form for award.

8. Please make any notes on this page related to Preservice credentials, procedures, ideas, etc., that would more fully describe your group's discussions and recommendations.

This credentialing model was designed by the following group:

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OPTIONS AND CRITERIA FOR RECOGNIZING SCHOOL BASED TEACHER EDUCATORS

SHOULD THERE BE A GENERAL SYSTEM FOR RECOGNIZING AND/OR
CREDENTIALING SBTE?

OPTIONS FOR DECISION	CRITERIA FOR DECISION
a. Yes	a. Encourages continued improvement of professional education.
b. Yes, but first test out a temporary system.	b. Provides a needed step in professional career ladder.
c. No	c. Does not conflict with nor overlap other recognized systems of credentialing/recognition.
	d. Recognized as an important professional achievement by an individual in education.
	e. Distinctive award.

The Task Force believes there should be a recognition system and recommends that one be established for the SBTE.

1. WHAT INSTITUTION SHOULD BE RESPONSIBLE FOR AWARDING SUCH RECOGNITION?

OPTIONS FOR DECISION	CRITERIA FOR DECISION
a. Texas Education Agency	a. Perceived by the institution as important award and function.
b. Informal Statewide Teacher Center Network.	b. Will provide for continuing administration of awards.
c. Each Local Teacher Center.	c. Institution is recognized as an important educational agency.
d. Professional Associations: 1) TSTA, 2) AACTE, 3) TATE, 4) Other.	d. Purpose and use to be made of award.
e. Each Local School District	e. Institution can provide for consistent application of criteria for award.
f. Each College or University.	f. Jurisdiction of institution.
g. Other _____	g. _____

The Task Force recommends that the system be statewide regardless of the institution identified as being responsible for administering the process.

2. WHAT INSTITUTIONS SHOULD BE INVOLVED IN THE PROCESS?

OPTIONS FOR DECISION

- a. Texas Education Agency
- b. Informal Statewide Teacher Center Network.
- c. Each Local Teacher Center.
- d. Professional Associations: 1) TSTA, 2) AACTE, 3) TATE, 4) Other
- e. Each Local School District.
- f. Each College or University.
- g. Other _____

CRITERIA FOR DECISION

- a. Provides for consistent administration across state.
- b. Those involved in process are logically linked to the institution responsible.
- c. Reliable communication network available.
- d. _____

3. SHOULD RECOGNITION BE PERMANENT OR RENEWABLE PERIODICALLY?

OPTIONS FOR DECISION

- a. One level; permanent
- b. One level; renewed periodically.
- c. Two levels--beginning and advanced; advanced is permanent.
- d. Two levels--beginning and advanced; both renewed periodically.

CRITERIA FOR DECISION

- a. Does it foster professionalism?
- b. System can be readily administered and monitored.
- c. Criteria to be applied for various options.
- d. Durability over time.
- e. _____

4. PRESUMING TWO LEVELS FOR RECOGNITION, ON WHAT BASIS SHOULD
INITIAL RECOGNITION OF STUDENT TEACHING SUPERVISOR BE AWARDED?

OPTIONS FOR DECISION

- a. Years' experience as teacher.
- b. Degree.
- c. SBTE training completed.
- d. Simulated performance, as SBTE.
- e. Cognitive test.
- f. Letters of recommendation.
- g. Performance as teacher.
- h. Other _____

CRITERIA FOR DECISION

- a. Reflects quality of professional competence.
- b. Can be applied consistently.
- c. Choice consistent with resources and outcomes expected.
- d. Recognized by profession as valid.
- e. Availability of resources.
- f. Reasonable expectations for entrance to SBTE.

The Task Force believes that the SBTE requires special preparation and skills and that an initial credential should be required to practice.

4B. TO WHAT EXTENT WOULD YOU REQUIRE EACH OPTION SELECTED ABOVE?

5. ON WHAT BASIS SHOULD ADVANCED RECOGNITION BE AWARDED?

OPTIONS FOR DECISION

CRITERIA FOR DECISION

- a. Years' experience as teacher
- b. Degree
- c. SBTE training completed.
- d. Experience as SBTE.
- e. Simulated performance.
- f. Cognitive test.
- g. Letters of recommendation
- h. Performance as teacher.
- i. Other _____

- a. Reflects quality of professional competence.
- b. Can be applied consistently.
- c. Choice consistent with resources and outcomes expected.
- d. Recognized by profession as valid.
- e. Availability of resources.
- f. Reasonable expectations for entrance to SBTE.

5B. TO WHAT EXTENT WOULD YOU REQUIRE EACH OPTION SELECTED ABOVE?

6. WHAT PROCEDURES SHOULD BE USED IN DETERMINING AND AWARDING RECOGNITION?

OPTIONS FOR DECISION

- a. Program Approval.
- b. Committee or administrative review
- c. Peer ratings.
- d. Examination Center.
- e. Assessment by current SBTE holders.
- f. Other _____

CRITERIA FOR DECISION

- a. Procedures can be fairly and consistently applied.
- b. Effort consistent with resources (most effective).
- c. Recognized and public system.
- d. Does not discriminate against groups or individual on other than professional grounds.
- e. Can be readily administered.
- f. _____

7. IN WHAT FORM SHOULD RECOGNITION AND/OR CREDENTIALING BE PROVIDED?

OPTIONS FOR DECISION

- a. Plaque or framed certificate.
- b. Endorsement on teaching certificate.
- c. Title or degree
- d. Other _____

CRITERIA FOR DECISION

- a. Perceived by recipients as worthy of effort to attain.
- b. Recognized in education as important award.
- c. In concert with effort expended.
- d. _____